

Middle Grades Summer Adventure Calendar

Reading/English Language Arts & Social Studies for Students Entering Grades 6-8



Summer 2017



Prince George's County Public Schools

Office of Academic Programs

Department of Curriculum and Instruction

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Middle Grades Summer Adventure Calendar **Reading/English Language Arts & Social Studies** **for Students Entering Grades 6-8**

Notes to Students and Families: You've learned so much in school this year, and it is important that you keep your brain active over the summer to be ready for next year! In this packet, you will find a calendar of activities to last you all summer long. If students completed last year's Summer Adventure, families will want to review completed tasks and plan to read and write about new books this summer. Plan ahead for "Saturday Field Trips" – some locations may require advanced planning.

Important: *Families may use this calendar flexibly; the students may complete all or some tasks. For example, your family might decide to do only the reading and specific journaling activities OR your family may attempt everything on the calendar. Also, while many tasks involve web links, families may choose to use other "low tech" resources or means of presentation that are available.*

General Directions:

- **Families should preview the calendar together.** There are some activities that will require advanced planning, and you may want to consider working together with other families and friends on some (or even all) activities.
- **In addition to the calendar learning tasks, students should read for at least 30 minutes each day, regardless of other tasks noted.**
 - ❖ They may choose to read works of **fiction or nonfiction**. Suggestions are available at <http://www.pgcmis.info/website/teens-graded-reading-lists-447> and www.Bookseer.com.
 - ❖ **Students will need a Summer Adventure Journal.** This journal will be needed for the start of the Summer Adventure. Journals can be purchased or students can make their own by stapling several pieces of paper together or by using a notebook/binder with paper. If technology tools are readily available, students may also consider using appropriate software or apps to create an electronic journal (be sure it can be emailed or shared easily). Specific journaling tasks are given some days, but students may also journal after each day's reading, noting things that stood out, questions that they have, or general wonderings and inferences about what they have read. Any task beyond journal entries may also be included in the Journal.
 - ❖ **Optional photo entries:** Students may choose to include photos from their field trips, their vocabulary work, and mini-projects.
- **Each journal entry should:**
 - ❖ Have the date and task title.
 - ❖ Have a clear and complete answer that explains the student's thinking and that fully supports the response and includes relevant evidence and details from the text.
- **There are two special focus weeks (Poetry and Financial Literacy).** Students may choose to read in addition to these projects, or they may focus only on completing the projects.

- ❖ **Use the chart on the last page of this packet to record all of the books read during summer vacation.** The chart should be taped or glued to the first page of the Summer Adventure Journal. The Summer Adventure Calendar allots two weeks for each book; however, students may certainly read more!
- **Saturday field trips** are designed to be engaging visits to local free sites. If you cannot physically visit, you might consider an electronic field trip. Each site featured includes online galleries and exhibits.

Don't forget to bring your Summer Adventure Calendar and Journal with you on the first day of school. Your new teachers will be so proud of the effort you put into your summer adventure, and they will know that you are prepared to start the new school year!

****Parents: Don't forget to follow along with your students using the Parent Calendar Key on pp. 7-9.**

June / July

Sunday ~Sharing~	Monday ~Read & Journal~	Tuesday ~Words Workshop~	Wednesday ~Journaling~	Thursday ~GUMs~	Friday ~Kaleidoscope~	Saturday ~Field Trip~
			June 14 Make a list of 5-10 books you'd like to read OR topics about which you'd like to read over the summer. Share this list with a family member or a friend. Need ideas? Go to http://www.pgcmis.info/website/teen-s-graded-reading-lists-447 for lists and more! Get/make your journal.	June 15 Check out this first link for GUMs (Grammar, Usage, and Mechanics) practice! Visit www.eduplace.com/kids/hme/6_8/grammar/ and choose the Nouns Quiz for your grade. It's not as easy as you might think!	June 16 <i>Journaling:</i> On the first blank page of your journal, draw a big heart. In that heart, write brief words about things dear to your heart. This "heart map" holds the people, places, events, and things you might ever write about. ♥ = a reminder to add to your heart map	June 17 This year is the 152 nd anniversary of President Lincoln's assassination. Honor his legacy by visiting the Lincoln Memorial. Find details at www.nps.gov/linc . Make notes of your thoughts and what you most enjoyed in your journal. Add to your heart map each week. ♥
June 18 Make a family trip to the library, book store, or to your home library to select your first "summer read." It may be fiction or nonfiction. Think about partnering with a friend so that you can share your Summer Adventure together!	June 19 FICTION or NONFICTION: Make a list of 3-4 questions or wonderings you have about your book that you hope will be answered by reading.	June 20 Use a 4-tab Foldable to make note of four words from your book that are new or interesting. Put the word/phrase on the front and on the inside write the definition and draw an image to help you remember. blogs.edutech.nodak.edu/badlandsreadingcouncil/files/2012/03/reading-and-study-skills-foldables.pdf	June 21 FICTION: List the characters and jot down your initial impressions about characters. NONFICTION: As you read, make notes about a key person/event in history and why this person/event is significant.	June 22 Visit www.eduplace.com/kids/hme/6_8/grammar/ and choose the Verbs Quiz for your grade. As you continue to read your book, notice how verbs are used.	June 23 <i>Music Connection:</i> Find or write a song that relates to the book you are reading. In your journal, explain how this song is related to what you have read so far. Include text evidence in your entry.	June 24 Head downtown again to visit the Museum of Natural History. http://naturalhistory.si.edu/ Explore and talk about the history of national fossils or the Hope Diamond. ♥
June 25	June 26	June 27	June 28	June 29	June 30	July 1

Gather family and friends and read about the Declaration of Independence at http://www.ushistory.org/declaration . Explore the links. Discuss why it is important to know about such documents in our country's history.	FICTION: Make a web that shows traits of one character that make him/her unforgettable. NONFICTION: Review your journal notes. Write a paragraph that explains the impact of your significant person/event. Defend your statement with evidence from the text.	In honor of the upcoming holiday, unscramble these letters to name the oldest signer of the Declaration. aaeiibfjklmnnn nr Now, how many more words can you make from these letters?	FICTION or NONFICTION: Has your book answered the questions you listed last week? If so, jot down those answers with text evidence. If not, list how, where you might find the answers and try to answer at least one of your questions.	Test your knowledge of different parts of speech at www.funbrain.com/cgi-bin/gg.cgi?A1=m&A2=0&A3=0&AFUNCT=1&ALEVEL=1 . As you continue to read your book, notice how the author uses different parts of speech to make you "see" the story.	<i>Casting Call:</i> Hollywood has invited you to cast the characters in your current book. Develop a list of actors who would play each role. What qualities does the character have that the actor must meet? If you can, include pictures/ drawings of the actors you select.	Visit the Freer Sackler Museum. www.asia.si.edu/ Let the beautiful and historic Asian artifacts inspire you! ♥
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July						
Sunday ~Sharing~	Monday ~Read & Journal~	Tuesday ~Words Workshop~	Wednesday ~Journaling~	Thursday ~GUMs~	Friday ~Kaleidoscope~	Saturday ~Field Trip~
July 2 POETRY WEEK! Have a poetry workshop with family and friends. teacher.scholastic.com/writewit/poetry/jack_home.htm . Plan a Poetry Slam for next Saturday! Share your ideas with family and friends.	July 3 Start a poetry portfolio. Write your own poetry. Choose from the lessons at www.msrogers.com/English2/poetry/30_days_of_poetry.htm . Refer to your heart map for ideas.	July 4 Use historical and cultural sources to inspire today's poems. Use images, books, and articles to stimulate your creativity.	July 5 Continue to work on your poetry portfolio. Use Monday's link and consider Lessons 1, 4, 7, 12, 19, and 29. Refer to your heart map for ideas.	July 6 Find a poem that appeals to you. Copy and include it with your poems. Why does this poem speak to you? What does it mean to you?	July 7 <i>Culminating Project:</i> Finish your poetry portfolio. Use Monday's link or write your own free verse poetry. Make sure all is ready for your Slam.	July 8 Hold your Poetry Slam with family and friends at a fun location. Be sure to share some of your poetry. You might go to a poetry reading. With a trusted adult, search online for details. ♥
July 9 Gather your family and friends to play games	July 10 FICTION or NONFICTION: Focus on big	July 11 In honor of last week's poetry study, unscramble	July 12 FICTION or NONFICTION: Continue to note	July 13 Commas matter! Review the rules and take a practice	July 14 <i>Graphic Design Project:</i> Create a map of the setting	July 15 Plan and go on a trip to your favorite local

such as <i>Scrabble</i>, <i>Pictionary</i>, or <i>Boggle</i>. You can find some online at Pogo.com or through search engines. Select a new book and begin reading it today. Find a book with a movie adaptation or related documentary.	ideas as you read. 1. What key idea(s) does the author introduce and develop? 2. What evidence, details, or text features support this?	these letters to find the poet who wrote many sonnets. a a e e e h k p r s s Now, how many more words can you make from these letters?	big ideas as you read. 1. What key idea(s) does the author introduce and develop? 2. What evidence, details, or text features support this?	test at www.timeforkids.com/homework-helper/punctuation-practice/rules/9721. As you continue to read your book, note the author's use of commas.	of your book. Be sure to include elements of a good map and notes about the setting from the book.	park or beach. Ask everyone to be ready to share the name of their favorite book or text (fiction or non-fiction—maybe even both) and why that book made such an impression on them.
July 16 With family or a friend, watch the movie or documentary that is related to your book. Over a meal, share how the book and film version are similar and different and why this might be.	July 17 FICTION or NONFICTION: In a chart or in paragraph form, compare the book and media versions. Then, journal about how any differences affect the meaning and experience of the story being told.	July 18 Make another 4-tab Foldable to note four words from your book that are new or interesting. See the June 20 entry for instructions.	July 19 Based on your reading, what is THE BIG IDEA the author is trying to share with the reader? Refer to your recent journal notes and your reading to respond. Include text evidence.	July 20 Ensure you know how to end a sentence to make your meaning clear. www.timeforkids.com/homework-helper/punctuation-practice/rules/10411 As you continue to read your book, notice how the author uses ending punctuation to make the meaning clear.	July 21 <i>Graphic Design Project:</i> Create a book cover for the book you are reading. You can use the templates at readwritethink.org or you can use your own creativity! In your journal, write about your design choices. Share it with family and friends.	July 22 Head downtown again to visit the Air and Space Museum. airandspace.si.edu Explore and talk about the history behind the science. 

July / August

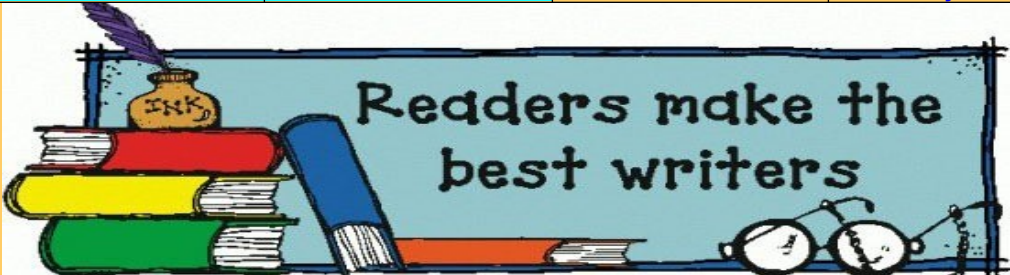
Sunday ~Sharing~	Monday ~Read & Journal~	Tuesday ~Words Workshop~	Wednesday ~Journaling~	Thursday ~GUMs~	Friday ~Kaleidoscope~	Saturday ~Field Trip~
July 23 FINANCIAL LITERACY WEEK Use the link provided each day or work with your family to complete the journal tasks. You might visit a local bank or credit union and ask for resources too.	July 24 Do <i>Setting Goals</i> . Visit http://makingeverydollarcount.ucr.edu/ . Or you can journal about your financial goals and how you currently get and spend your money. Also note how you could improve your \$ habits.	July 25 Use Monday's link and complete <i>Making Choices</i> . Or you can write about your WANTS versus NEEDS. Chart information and prices about some things that you NEED and those you WANT.	July 26 Use Monday's link and complete <i>Budgeting Basics</i> . Or you can work with a trusted adult and ask about a budget he or she uses. How are decisions made about what to spend and when, as well as how and when to save.	July 27 Use Monday's link and complete <i>Food Advertising</i> . Or you can look at food advertisements at the store or on TV. What specific messages are in these "ads" that appeals to buyers? Write about 2 or more products.	July 28 <i>Culminating Project</i> : Your best friend's birthday is coming up. You are given \$200 to throw a party. Design a budget, and don't forget all the details like food, entertainment, and even clean-up.	July 29 End this week's study with a tour of the Bureau of Engraving and Printing. www.moneyfactory.gov 
July 30 With your family or friends, visit your local library and choose another book to read. Please choose a FICTION title.	July 31 As you read for the next two weeks, use your journal to note your thoughts about the setting, characters, and plot of the story.	August 1 Practice with analogies at www.vocabulary.com/analogy/ .	August 2 Continue to note your thoughts about the setting, characters, and plot of the story.	August 3 Test your knowledge of when to use capital letters at www.timeforkids.com/homework-helper/punctuation-practice/rules/9781 .	August 4 <i>Graphic Design Project</i> : Make an illustrated timeline of events in your book. You can continue to add events until the book is finished.	August 5 Once again, visit D.C. and go to the National Gallery of Art. nga.gov/ Explore and talk about what we can learn about culture and ideas from these works. 
August 6 Gather your family and friends to play games such as <i>Scrabble</i> , <i>Pictionary</i> , <i>Outburst</i> , or <i>Boggle</i> . You can find some online at Pogo.com or through search engines.	August 7 Continue to note your thoughts about the setting, characters, and plot of the story. Add to the timeline you started Friday.	August 8 Make another 4-tab Foldable to note four words from your book that are new or interesting. If you like, you may design your own graphic organizer!	August 9 Outline a continuation or sequel to the story you are reading. Be sure to use what you have learned about the setting, characters, and plot of the passage. Need support? Look at	August 10 Become an expert in the use of apostrophes at www.timeforkids.com/homework-helper/punctuation-practice/rules/6726 .	August 11 <i>Creative Writing</i> : Use your outline/notes from Wednesday to develop an original continuation or sequel to the story. Refer to the August 9th link, if needed.	August 12 Learn more about where you live - plan your own local trip using http://www.mncppc.org/parks_facilities/mncppc_parks.html . Enjoy this time with family and



			items 4-7 at theliteracycookbook.wordpress.com/2014/11/22/parcc-prep-how-to-approach-the-narrative-writing-task/ .			friends!
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August / September

Sunday ~Sharing~	Monday ~Read & Journal~	Tuesday ~Words Workshop~	Wednesday ~Journaling~	Thursday ~GUMs~	Friday ~Kaleidoscope~	Saturday ~Field Trip~
August 13 With your family or friends, visit your local library and choose another book to read. Please choose another FICTION title.	August 14 FICTION: Make a list of 3-4 questions or wonderings you have about your book that you hope will be answered by reading.	August 15 Practice determining the meaning of words in context. http://www.vocabulary.co.il/context-and-definitions/	August 16 FICTION: List the characters and jot down your initial impressions about characters	August 17 Visit www.eduplace.com/kids/hme/6_8/grammar/ and choose Unit 1 – The Sentence for your grade.	August 18 <i>Movie or TV Connection:</i> Find a movie or TV show that relates to the book you are reading. In your journal, explain how this show or movie is related to what you have read so far. Include text evidence in your entry.	August 19 Continue to learn more about where you live – Visit one of the imagination playgrounds http://www.pgparcs.com/Your_Parks/Imagination_Playgrounds.htm Think about what book inspired this playground.
August 20 Gather family and friends and read a loud a portion of your book to them. Give your family a brief summary of what you have read this week.	August 21 As you read for the next two weeks, use your journal to note your thoughts about the setting, characters, and plot of the story.	August 22 Use a 4-tab Foldable to highlight four words from your book that are new or interesting. Put the word on the front and write the definition and draw an image to help you remember on the inside. blogs.edutech.nodak.edu/badlandsreadingcouncil/files/2012/03/reading-and-study-skills-foldables.pdf	August 23 Select one character from the story. Who does he/she remind you of? Explain why.	August 24 Test your knowledge of nouns. http://www.vocabulary.co.il/parts-of-speech/middle-school/what-kind-of-noun/	August 25 <i>Graphic Design Project:</i> Illustrate an important scene or chapter from your book.	August 26  Continue to learn more about where you live. Once again, visit D.C. and go to the National Museum of American History. https://washingtonguide.org/DC-guide-to/smithsonian-national-museum-american-history
August 27 Plan monthly Book Talks with your family and friends. Decide on dates, themes,	August 28 FICTION: Focus on big ideas as you read. What key idea(s) does the author	August 29 Make another 4-tab Foldable to note four words from your book that are new or interesting.	August 30 Based on your reading, what is THE BIG IDEA the author is trying to share with the	August 31 Review the parts of speech. http://www.vocabulary.co.il/parts-of-speech/old-yeller-	September 1 Imagine that you are a character in the book and create a blog based on the	September 2 Visit the Department of Labor website and read about the history of

authors, and other details. ehow.com/how_4621526_start-family-book-club.html	introduce and develop?	If you like, you may design your own graphic organizer.	reader? Refer to your recent journal notes and your reading to respond. Include text evidence.	parts-of-speech/	characters interests.	Labor Day. Then, vote on who is the founder of Labor Day. https://www.dol.gov/general/laborday/history
September 3 Gather with your family and friends and tell them what Labor Day means. Provide them with a brief overview of the history of Labor Day.	September 4 Review what you've written in your Summer Adventure Journal. For your last entry, set some goals for the new school year and explain how you plan to achieve them. You are amazing!	September 5 <i>Today is the first day of school - welcome to a new year of learning!</i>				

Summer 2017 Adventure ~ Books I've Read

Name:

Chart your summer adventures here! List the books you have read on this page. Depending on how fast you read and how much you read each day, you may have completed more books than suggested on the calendar. **Glue, tape, or insert this document to the first page of your Journal.**

Book Title	Author(s)	Genre	Number of Pages	Recommendation to Other Readers

Middle Grades Summer 2017 Adventure Calendar - Reading/English Language Arts & Social Studies, 6-8

June/July Parent Key

Sunday ~Sharing~	Monday ~Read & Journal~	Tuesday ~Words Workshop~	Wednesday ~Journaling~	Thursday ~GUMs~	Friday ~Kaleidoscope~	Saturday ~Field Trip~
<u>Parent Calendar Key</u> <i>Families, thank you for supporting your students in these summer tasks, whether you elected to try them all or picked what worked best for your student! We hope that they kept their skills “fresh,” and gained some new ideas, too.</i> <i>Thanks for all you do!</i>			June 14 Students should have a list of 5-10 books they would like to read over the summer. Encourage students to read a variety of genres. Students should	June 15 Responses and corrections are offered on the website.	June 16 Check to see if student has completed a heart map. She or he may choose to keep its contents private.	June 17 Students should have written in their journal about their thoughts and what they most enjoyed about this experience. They may also have added new ideas to their heart

			get or make a journal.			maps.
June 18 Ensure that your student has his or her first “summer read.”	June 19 Students should have noted questions that they hope will be answered by reading their first summer book.	June 20 Review student’s foldable. Are these terms that can be used on a regular basis? If so, help your student use them.	June 21 FICTION: Students should have a list of the characters and their initial impressions about them. NONFICTION: Students should have notes about a key person/event in the book the significance.	June 22 Responses and corrections are offered on the website.	June 23 What song did your student choose? How is it relevant to the book currently being read?	June 24 See June 17.
June 25 Family/friend gathering-discussion should center on key points made in the Declaration, why this document is important to our country’s history, and why it is important to know about such documents.	June 26 Review student’s response to the journaling task.	June 27 Benjamin Franklin Other words might include: jam, nib, nil, frank, lark, and kiln.	June 28 Look for responses to the questions listed on June 19. If all questions were not answered, help your student think about how, where these answers might be found.	June 29 Responses and corrections are offered on the website.	June 30 Review the cast your student has developed along with the reasons why these individuals were cast in these roles.	July 1 See June 17.

July Parent Key

Sunday ~Sharing~	Monday ~Read & Journal~	Tuesday ~Words Workshop~	Wednesday ~Journaling~	Thursday ~GUMs~	Friday ~Kaleidoscope~	Saturday ~Field Trip~
July 2 POETRY WEEK! Help your student make plans for Poetry Week, including a Slam or other event for poetry sharing.	July 3 Review student's original poems. Ask if any were inspired by heart map ideas.	July 4 Review student's original poems. What images or events were used as inspiration?	July 5 Review student's latest poems.	July 6 Student should have found a favorite poem and written about why it is important and relevant.	July 7 Ensure student has completed his/her poetry portfolio and that all is ready for the poetry event.	July 8 Students should have planned and held a poetry event. They may also have added new ideas to their heart maps about this experience.
July 9 Gather family and friends to play word games.	July 10 Review student's responses to the journaling questions.	July 11 Shakespeare Other words might include shake, spear, reap, and shape.	July 12 Review student's responses to the journaling questions. What is different from Monday's responses?	July 13 Responses and corrections are offered on the website.	July 14 Have your student share and explain the map generated.	July 15 Students should have written in their journal about their thoughts and what they most enjoyed about this experience. They may also have added new ideas to their heart maps.
July 16 View the selected film and discuss similarities and differences with your student.	July 17 Review student's response about similarities and differences between the book and media/film version. This includes how any differences	July 18 Review student's foldable. Are these terms that can be used on a regular basis? If so, help your student use them.	July 19 Discuss with your student the author's big message—the main point the author is trying to get across to the reader.	July 20 Responses and corrections are offered on the website.	July 21 Have your student share and explain the book cover that was generated. Students may have hand drawn or used a variety of resources to create it.	July 22 Students should have written in their journal about their thoughts and what they most enjoyed about this experience. They may also have added new ideas to

	affect the meaning and experience of the story.				EXTRA: Compare it to the “real” book cover.	their heart maps.
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July/August Parent Key

Sunday ~Sharing~	Monday ~Read & Journal~	Tuesday ~Words Workshop~	Wednesday ~Journaling~	Thursday ~GUMs~	Friday ~Kaleidoscope~	Saturday ~Field Trip~
July 23 FINANCIAL LITERACY WEEK Decide which resources to use and ensure access—if you plan to check with a bank, this will have to be done tomorrow.	July 24 Monitor student use of the website or review student's response on financial goals and current spending and saving habits.	July 25 Monitor student use of the website or review student's response about WANTS versus NEEDS.	July 26 Monitor student use of the website or review student's response to how budget decisions are made, especially about saving and spending.	July 27 Monitor student use of the website or review student's response to advertisements .	July 28 Review student's budget. Congratulate student on plans for an amazing celebration; if needed, point out where improvements might be made.	July 29 Students should have written in their journal about their thoughts and what they most enjoyed about this experience. They may also have added new ideas to their heart maps.
July 30 Ensure student has a book to read.	July 31 Review student's thoughts about the setting, characters, and plot of the story.	August 1 Responses and corrections are offered on the website.	August 2 Review additional thoughts about the setting, characters, and plot of the story added since Monday.	August 3 Responses and corrections are offered on the website.	August 4 Review the timeline generated. Students may use computer or make by hand.	August 5 See July 29.
August 6 Gather family and friends to play word games.	August 7 Review additional thoughts about the setting, characters, and plot of the story added since last Wednesday. Check to see if any additions to Friday's timeline were necessary.	August 8 Review student's vocabulary graphic organizer or foldable. Are these terms that can be used on a regular basis? If so, help your student use them.	August 9 Review student's outline for a continuation or sequel to the story currently being read.	August 10 Responses and corrections are offered on the website.	August 11 <i>Have your student share his/her continuation or sequel.</i>	August 12 See July 29.
August 13	August 14	August 15	August 16	August 17	August 18	August 19

Ensure that your student has his or her last "summer read" book.	Students should have noted questions that they hope will be answered by reading their last summer book.	Responses and corrections are offered on the website.	FICTION: Students should have a list of the characters and their initial impressions about them.	Responses and corrections are offered on the website.	What movie or TV show did your student choose? How is it relevant to the book currently being read?	Students should have written in their journal about their thoughts as well as what fairy tale influenced the playground
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August/September Parent Key						
Sunday ~Sharing~	Monday ~Read & Journal~	Tuesday ~Words Workshop~	Wednesday ~Journaling~	Thursday ~GUMs~	Friday ~Kaleidoscope~	Saturday ~Field Trip~
August 20 Gather family and friends ensure that your student reads a portion of the book a loud and provides a summary of the book.	August 21 Review student's thoughts about the setting, characters, and plot of the story.	August 22 Review student's foldable. Are these terms that can be used on a regular basis? If so, help your student use	August 23 Review student responses.	August 24 Responses and corrections are offered on the website	August 25 <i>Review the illustration and the justification for its importance in the text.</i>	August 26 See July 29.
August 27 Sharing and discussion around family book talks.	August 28 Review student's responses to the journaling questions	August 29 Review student's vocabulary graphic organizer or foldable. Are these terms that can be used on a regular basis? If so, help your student use them.	August 30 Discuss with your student the author's big message—the main point the author is trying to get across to the reader.	August 31 Responses and corrections are offered on the website	September 1 Review student responses.	September 2 Have students explain to you who they believe the founded Labor Day and why.
September 3	September 4	September 5				

Gather with your family and friends and discuss what Labor Day means and why it was founded	With your student, review journal entries, and other tasks completed. What goal/s did your student set? How might you support these?	<i>Today is the first day of school - welcome to a new year of learning!</i>	
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